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ABSTRACT

Intended for the individual providing vocational guidance to the blind student, the publication is based on a conference on attitudes toward blindness and occupations the blind are pursuing. Section I deals with past and present attitudes toward blindness; the second section discusses alternative techniques used by the blind; and the final section is a listing of volunteer and governmental agencies serving the blind. Information on each agency includes address and a brief description of services. (BH)

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Resource Manual for Counselors of Visually Impaired Students

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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State Board of Education
Illinois Office of Education
Joseph M. Cronin
State Superintendent of Education

FOREWORD

This publication is written for you, the counselor or teacher challenged with the task of providing guidance to blind students seeking a particular career or vocation. The content is based on the dialogue that occurred at a conference entitled, THE VOCATIONAL FUTURE OF THE VISUALLY IMPAIRED, sponsored by the Illinois Office of Education and the Division of Vocational Rehabilitation (April 1975).

Composed of educators, counselors, students and administrators, the conference provided an unusual opportunity for the exchange of ideas for better understanding and for helping visually impaired students plan a better future.

It is the intent of this publication to expand beyond the phase of stereotyped jobs and special programs for the blind. It will focus on attitudes toward blindness and on occupations the blind are pursuing.

ACKNOWLEDGEMENTS

The Illinois Office of Education would like to take this opportunity to thank those persons without whom neither the Conference nor this publication would have happened. They are:

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INTRODUCTION

In any counseling relationship it is important for the counselor to have a positive attitude toward the student with whom he is working. This principle is particularly important when working with blind students, for the counselor's attitude toward blindness may influence the kinds of abilities the counselor believes the blind student to have and may affect the direction he encourages the sightless student to pursue, either educationally or vocationally.

The counslor can play an important role in helping blind students develop a positive self image by:

(1) Exposing the blind student to specific jobs or careers where blind people are successfully employed.

(2) Introducing the blind student to a wide range of educational and career opportunities.

(3) Encouraging the blind student to compete with sighted peers on terms of equality.

The first section of this publication deals with past and present attitudes towards blindness. The second section discusses alternative techniques used by the blind and the last section is a listing of volunteer and governmental agencies serving the blind.

Throughout the publication the term, **blind**, is used to refer to those persons whose visual loss is so great that they cannot use sight as their main avenue of learning. However, the content is applicable for partially seeing students who rely on adapted aids such as large print, magnifiers, tape, etc. For further information regarding specific eye conditions refer to the section of the index, Detecting the Visual Impairment.

PAST AND PRESENT ATTITUDES TOWARD BLINDNESS

History paints a gloomy picture of the role of the blind in society. In the Biblical era the blind were beggars. In the early Grecian societies they were abandoned on the hilltops. In the late Middle Ages the blind were shut away in almshouses, and in more recent times the blind have sometimes been needlessly placed in stereotyped jobs. The blind have been relegated to such positions in society because of the attitudes held by the general public and the blind alike about blindness. The traditional concept of blindness held that it was a devastating handicap which could never be overcome. Blindness was viewed as a cross to bear. It was considered an overwhelming tragedy which imposed on a sightless person not only the inability to see but also the inability to function as independently as a sighted person. The most common, age-old attitudes have been fear and pity. Fear of the blind arose from fear of the unknown and fear of the possibility of oneself becoming blind. Pity stemmed from the myths and misconceptions that surrounded blindness.

The old stereotyped views of the visually impaired are prevalent today despite the development of a new outlook towards the blind. The idea that the sightless have special talents in the areas of music, weaving, chair caning, and broom-making continues to flourish. This idea stems from the misconception that the blind are blessed with certain talents to make up for their lack of sight. While some people believe that the blind have extraordinary talents to perform these occupations, the non-sighted are all to often considered by others as less intelligent than the sighted and incapable of working in any of the regular occupations. Blind people are often not expected, and sometimes not allowed, to enroll in certain courses or engage in particular jobs because they are visually impaired. The image of the dependent blind person who must have everything done to or for him, but never anything done by himself, still lingers on. Despite the continued belief in the tragedy concept of blindness, a new concept of blindness — the concept of blindness as a characteristic — is gaining increasing recognition throughout society.

The age-old negative attitudes and misconceptions concerning blindness are slowly being replaced with a new, positive philosophy. The blind represent a cross-section of the total population, and thus, have the same range of intellectual capacity, abilities, interests and personality traits as the sighted population has. Blind people are normal individuals — with all that that implies — who happen to be unable to see.

Inherent in a progressive attitude towards blindness is a positive concept of the word "blind". Historically, the word has connoted inferiority and helplessness. The use of the word has often been completely avoided when talking with or about blind persons and blindness. Even some blind people have refused to use the word because the term has carried with it such negative connotations.

Instead of refraining from using the word, it would be better to change the connotations and attitudes associated with the term. The general public, including some blind people, must come to see that it is just as respectable to be blind as it is to be sighted. Thus, the use of the term, **blind**, ought not to be discouraged; rather, it should be used openly and postive attitudes about blindness should accompany its use. In this way blind and sighted people alike will not be ashamed of the word or of blindness.

Just as the word, **blind**, has been shunned in the presence of blind people, so, too, have such terms as **watch**, **see**, **look** and **eyes**. These words have been avoided because of the mistaken belief that blind people would be upset by their use and would be reminded that they cannot see, watch, look or use their eyes. There is no need to refrain from using these terms in the presence of blind people. In truth most

blind people use these terms to express common ideas such as, "I will be looking forward to seeing you at the next meeting."

It is important that the counselor adopt a positive attitude towards blindness since his attitudes will influence his behavior toward and his thoughts about the visually handicapped student he is counseling. The counselor with a positive attitude towards blindness will tend to treat blind students as equal in all respects to the other students. He will think of blind students as competent, independent persons able to hold their own in a sighted world. The kind of attitude the counselor has may influence the kind of attitude the non-seeing student has toward blindness and toward himself as a blind person.

Because blind people are part of the general public, they grow up holding the same concepts about blindness as sighted persons hold. For instance, the attitudes of the young blind child are shaped by the attitudes of his parents. Thus, if the parents of the blind child believe blindness to be a tragedy which renders the blind completely dependent and helpless, the blind child will probably grow up thinking likewise. On the other hand, if the the child's parents see blindness as a characteristic which limits only the ability to see but not the ability to lead a normal life, the blind child is likely to adopt a similar attitude.

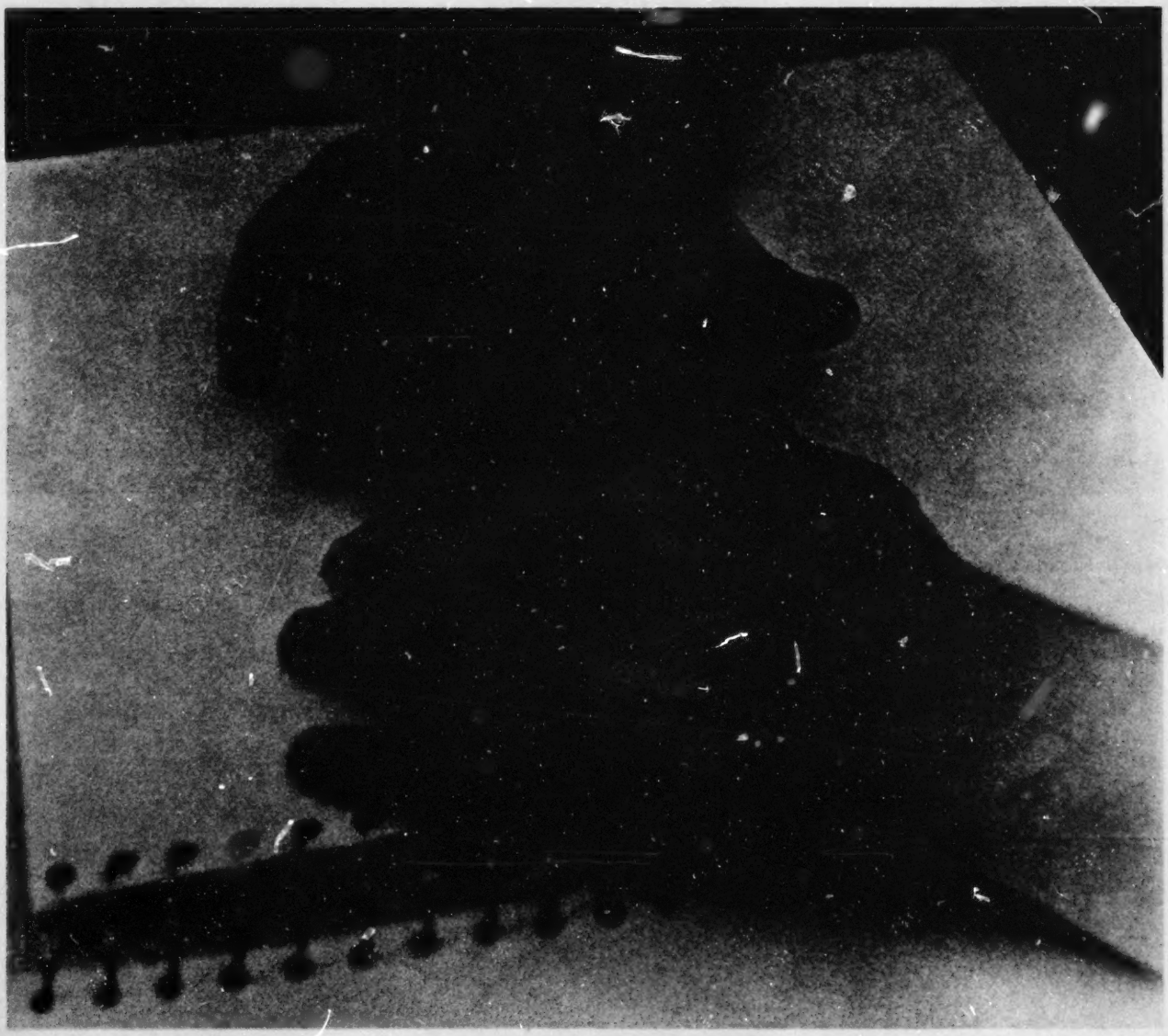
Unfortunately, by the time some blind people enter high school or college they tend more often than not to have developed poor attitudes toward blindness, lack self-confidence, and have great feelings of insecurity. It should be understood that the aforementioned problems are not caused by the lack of sight. Rather, they are caused by other people's attitudes toward and treatment of blind persons. During their previous school experience, the sightless may have been ridiculed and ostracised by their classmates because they were "different". Those students who are mistreated may become ashamed of their blindness and may try to hide or deny its existence. Some blind people are over-protected and sheltered and are not given the same kinds of experience provided sighted children. Other blind children are encouraged to lead a full life and participate in regular daily activities.

When it comes time to decide on an educational program and an occupational goal, the visually handicapped student who views blindness as a tragedy will consider himself limited to only a few choices. The blind student who has a positive self-concept will develop and pursue the same kinds of interests, programs and goals that sighted students do. The counselor can play a very important role by facilitating the development or reinforcement of a progressive philosophy about blindness in the blind student and by encouraging the student to investigate a wide range of educational and vocational options.

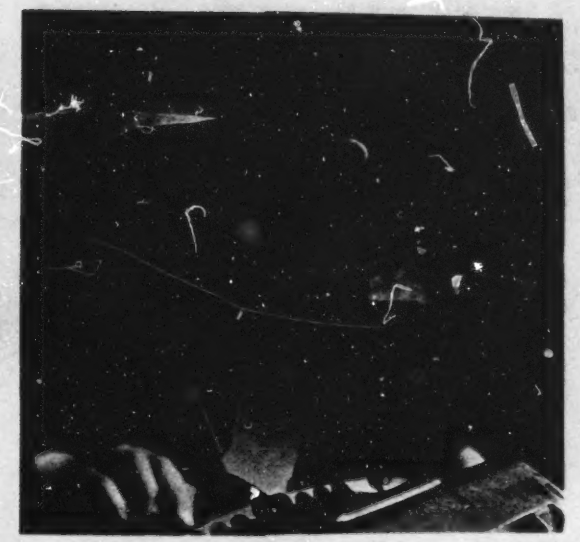
ALTERNATIVE TECHNIQUES USED BY THE BLIND

Blind people use a variety of alternative techniques to perform the same basic tasks sighted persons perform. Given the belief that blind people can function independently and the proper training in the use of alternative techniques, blind people can and do lead normal, independent lives. The basic alternative techniques used by the blind include: braille, sighted readers, tapes and the long white cane or guide dog.

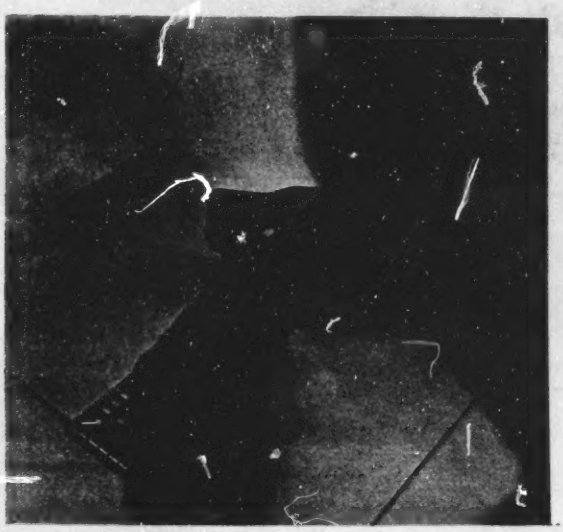
Braille is a system of six raised dots used in various combinations to form single letters or entire words (see diagram).



It can be read as well as written. There are three levels or grades of braille: I, II, and III. In Grade I each braille character represents one letter of the alphabet and each word is written out as is done in print. Both shortforms and contractions are used for some words in Grade II. For instance, the letters "brl" stand for "braille" and a single character is used for "and". Grade III is similar to script-written shorthand in that all words are contracted or shortened. Grade I braille is learned in order to understand more easily the contractions and shortforms used in Grade III. The vast majority of braille books and other materials are produced in Grade II. Grade III is used primarily by secretaries to take dictation or by students to take class notes. Braille is written with either a braille writer or with a slate and stylus. A braille writer is comparable to a manual typewriter, except that it has only six keys. A braille character is formed by depressing one or more of the keys concurrently. A slate and stylus is equivalent to a pen or pencil. A stylus has a sharp point and is used to make the raised dots on a piece of paper. A slate is used to hold the paper in place and to guide the stylus so as to make the dot in the proper place.



Perkins-Braillewriter

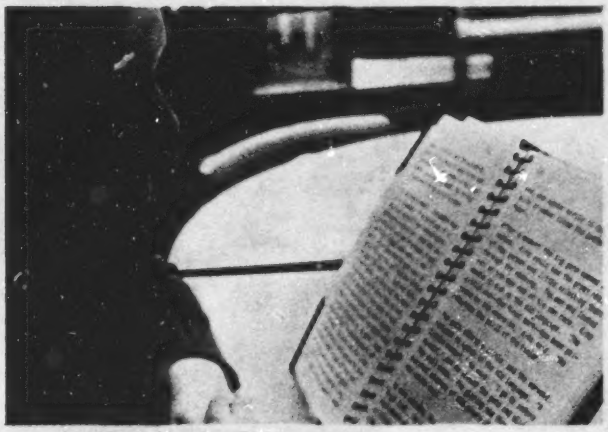


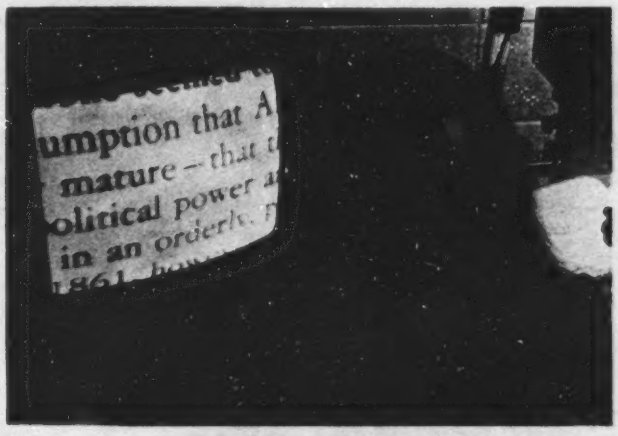
Slate and Stylus

The use of sighted readers is a common practice among blind people. Readers are ordinarily used to read school or employment related material or personal correspondence. Some readers are paid, while others volunteer their services. Students who are clients of the Illinois Division of Vocational Rehabilitiation or the Veteran's Administration may be able to have their readers paid by one of these agencies. One of several methods can be used to find readers. Notices may be posted on bulletin boards or with the student employment office. Students should be strongly encouraged to use readers, since most will need the services of a reader in connection with their employment.

Sighted Reader

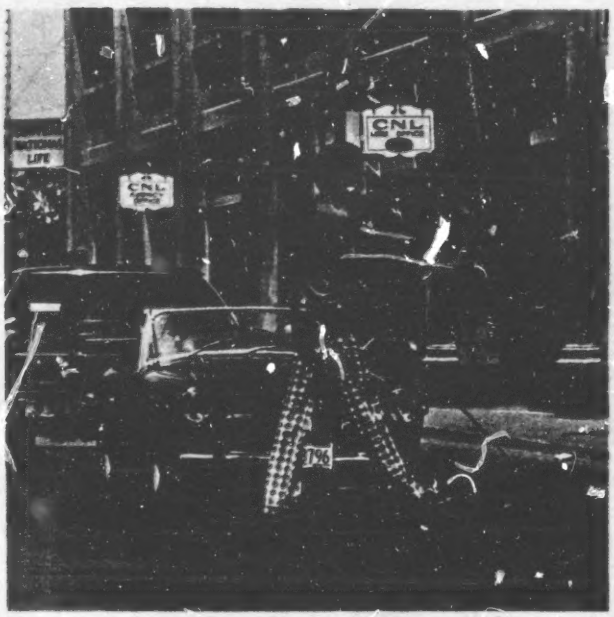
Books and other printed materials are also transcribed onto cassette or reel to reel tape, or onto record. Transcribed materials may be obtained from a number of sources at no cost to the individual. Students should be encouraged to make their own arrangements for readers and for the transcription of books into braille or on to tape, since they will have to handle such when they are employed.

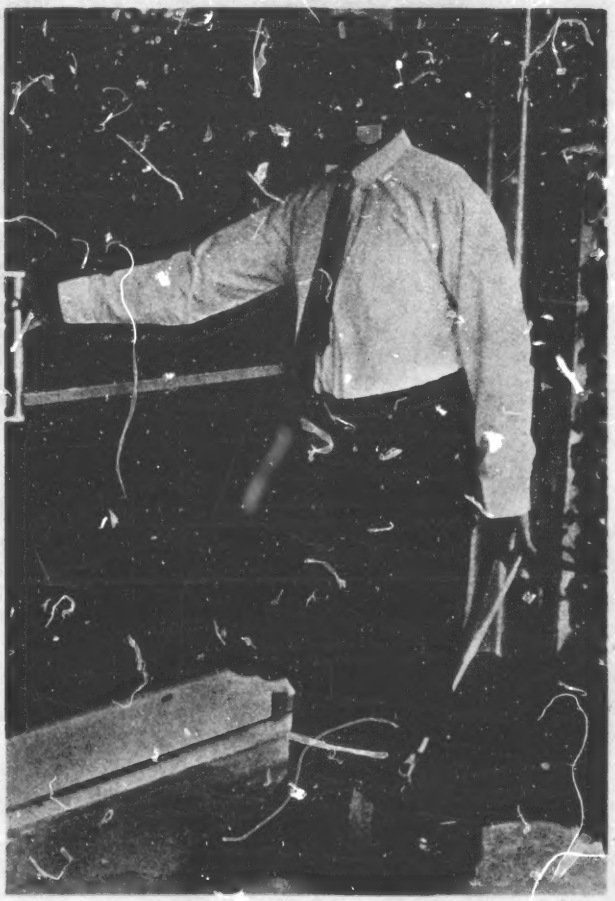




Through the use of large print, magnifiers, braille and tape blind students can
- compete with sighted peers in terms of quality.

Independent travel is easily within the capacity of the vast majority of blind people. With self-confidence and proper training in travel techniques the blind can maneuver anywhere they wish, including stairs, crosswalks and construction areas. Anyone who has difficulty seeing stairs or traffic signals or reading other types of signs should obtain travel training. While the majority of blind people use canes, some use dogs especially trained to guide the blind.





Using braille, readers, transcribed materials and the long white cane or guide dog, the blind are able to compete on an equal basis with their sighted peers in both educational and occupational settings. In addition to these alternative techniques, there are a variety of aids and equipment which enable blind persons to work in a diversity of fields. The following paragraphs list examples of the kinds of aids used by the blind and the fields in which these aids are used. These examples are not an exhaustive list of the kinds of alternative devices available for each field nor of the kinds of occupational categories in which blind people can be employed. Catalogs can be ordered from several sources which give full descriptions of the aids and devices currently on the market.

Secretaries who happen to be blind can perform the same range and variety of tasks as sighted secretaries perform. All that is needed is the belief that it can be done, a few alternative techniques and some ingenuity. Basic secretarial duties usually include receiving visitors and incoming calls, filing, taking dictation and typing. Typical business phones have a number of lines. In order to know which line is

buzzing, a light probe is moved across the row of buttons, making a high pitched sound, until it reaches the buzzing lighted line, at which time the high pitched sound ceases.

The secretary may take messages down in either handwritten or braille form and then later prepare a typed version. In order to identify file folders, the secretary may label the tabs in braille. Just as sighted secretaries write shorhand in script form, blind secretaries write it in braille. Typing correspondence and other documents in either rough or final forms can be done by blind secretaries if the copy to be typed is dictated orally or onto tape. Forms can easily be typed once the secretary has learned where the blank spaces are. Approaches to handling other job tasks peculiar to a particular employment setting can be worked out with a little willingness and imagination on the part of both employer and employee.

Blind persons are employed as teachers in public schools throughout the nation in all grade levels and in all subject areas. The blind use the same range and kind of audio-visual aids that the sighted use in the classroom. Rather than using the blackboard, the blind teacher may use felt boards, or mimeographed handouts. Blind primary grade teachers use flash cards with print on one side and braille on the other, just as sighted teachers do. Readers are employed to grade papers and tests. Discipline is no more or less a problem for a blind teacher than it is for a sighted one. The key to maintaining discipline in the classroom is keeping students interested in learning and gaining their respect – not the teacher's eyesight or lack of it.

Blind mathematicians use braille-marked rulers, slide rules, compasses and protractors in their work. Calculators are available which display the numeral digits in either a braille or "talking" format. The braille calculator version has models for either business or science purposes as does the talking calculator version. Some blind people use a device called an abacus to do some mathematical figuring, while other blind people prefer to do such figuring work in their head. Another piece of equipment which is valuable for mathematical work is a raised line drawing kit. As a line is drawn, it becomes raised and can be read by both sighted and blind people alike.

The following tools are only listed rather than discussed in great detail, as was done in the preceding paragraphs, since such equipment is used in performing the same tasks by both the blind and sighted alike. Among the devices which have been adapted for blind mechanics are the following:

pressure gauges
vacuum guages
compression gauges
tachometers
dwellmeters
micrometers

Blind people work in a variety of jobs in the electronics field using conventional tools which have slight adaptations. Tools which have been adapted include the:

volt ohm millimeter
vacuum tube voltammeter
volume units meter
talking voltameter
braille voltameter

The fact that blind people may not be employed in a particular type of job does not necessarily mean that the job cannot be performed by the blind. Many jobs have been opened up to the blind because of pioneering blind persons. Likewise, many of the alternative techniques used have been developed by such pioneers. Today, blind people hold jobs that were considered impossible for the blind to perform twenty years ago. If there is a development of a positive attitude toward blindness, on the part of both the blind and the sighted, blind people will perform jobs twenty years from now that are today regarded as beyond the ability of the blind.

The counselor can play an important role in helping blind students develop a positive self-image by exposing the blind student to specific jobs or careers where blind people are successfully employed. (Left to right: lawyer, teacher, doctor)

VOLUNTEER AND GOVERNMENTAL SERVICES FOR THE BLIND AND VISUALLY IMPAIRED

Throughout the State of Illinois there are numerous agencies both voluntary and governmental that provide a variety of services to blind and visually impaired students. This section of the publication is intended to acquaint counselors with the services available. The directory addresses itself to screening and educational programs, counseling, rehabilitation and library services. The directory is arranged so that the agency providing the service is listed along with its mailing address. In addition, a brief discriptive narrative telling how these services may be secured is included.

For your convenience a comprehensive index has been cross referenced so that it is possible to locate the proper source merely by identifying the service to be requested and to check the proper notations in the text.

We hope this directory will be of assistance in quickly locating services which are already established and available.

DETECTING VISUAL IMPAIRMENTS

Vision Section
Illinois Department of Public Health
535 West Jefferson Street
Springfield, Illinois 62706

The Vision Section of the Illinois Department of Public Health administers programs for prevention and detection of visual impairments and improvements of use of vision.

Detection and treatment are the primary objectives of vision screening programs for preschool and school-age children and glaucoma examinations for adults.

Aged adults are encouraged to have periodic glaucoma examinations, which can determine the level of visual acuity, as well as the cause of the individual's optical disability.

Vision screening reveals only the child's visual acuity. Screening cannot be used as a tool for diagnosing visual impairments. Vision screening can, however serve to efficiently single out youngsters who appear to need more elaborate professional examinations and possibly treatment.

Visual impairments and blindness can lead to educational, vocational, and social problems. Prompt diagnosis and treatment of impairments, on the other hand, can assist the individual in successfully adjusting to the restrictions of his disability. Therefore, parents of children with low acuity, as identified through vision screening, should seek and follow professional advice.

Professional advice may come from either of two types of eye specialists. These are:

(1) The ophtalmologist—a medical doctor specializing in diseases and defects of the eye. He can perform surgery or prescribe treatment.

(2) The optometrist—a specialist trained to examine the eye for muscular defects. He can recommend exercises and fit corrective lenses.

The Vision Section of the Illinois Department of Public Health lists the following symptoms which may indicate defective vision:

- Unusual sensitivity to light.
- Blurred vision.
- Apparent lack of eye coordination.
- Dizziness, frequent or rapid blinking.
- Excessive rubbing or pressing on the eye.
- Crusty or swollen lids.
- Tilting the head and squinting or otherwise contorting the face in examining objects.
- Holding of reading material too near or too far from the face.
- Frequent stumbling or bumping into objects.
- Difficulty in negotiating stairs.

No single symptom is conclusive evidence of faulty vision, but none should be ignored. Eye tests should become a part of a regular physical examination program.

Illinois residents who are blind or severely visually impaired should register with the Vision Coordinator of the Illinois Department of Public Health, who in turn will assist them in locating programs designed to meet their individual needs.

SERVICES FOR THE AGED

Community Services for the Visually Handicapped
Room 1700, 160 N. LaSalle Street
Chicago, Illinois 60601

This agency, a division of the Department of Children and Family Services, provides a statewide rehabilitation program for the older visually handicapped person. Instruction or counseling is provided in the student's own home or place of residence.

ELIGIBILITY

Any person, regardless of age or financial condition, living in Illinois whose visual loss is so severe that he can not carry on the ordinary activities of employment or daily living without special aids or assistance may be eligible for service.

PROGRAM OBJECTIVES

The major goal of the Community Services for the Visually Handicapped program is

to assist the blind person in adjusting to his handicap. Through systematical and practical training the blind person can learn to substitute other senses for the sense of vision. In the security of his own home, he is helped to set realistic goals, the attainment of which will restore as nearly as possible the same skills which he enjoyed as a seeing person.

The rehabilitation teacher impresses upon family, friends, and associates the fact that the rehabilitation process can be retarded by misguided outpourings of pity and attempts to do things for the person which he can learn to do for himself.

SERVICES

The program may include enough basic orientation and mobility to enable the older person to move safely and independently about his own dwelling. Instruction in arts and crafts encourages the visually handicapped person to develop a hobby and to use his leisure time productively; what is more, as the training progresses the student acquires manual dexterity and an "educated" sense of touch so necessary to him now that he must "see with his fingers."

When appropriate, instructions in self-care and techniques for eating or serving can be provided. Counseling in areas related to blindness is available to the student as well as the seeing companions or professionals about him.

CONSULTATIVE SERVICES

The staff of Community Services for the Visually Handicapped provides without charge consultative services to nursing homes, retirement homes, and any other type of facility providing care and residence for the visually handicapped.

APPLICATIONS

Applications for service may be made at any of the following offices:

Chicago, 160 North LaSalle St., Room 1700, 60601
Aurora, 48 West Galena Blvd., Room 209, 60504
Champaign, 2125 South First St., 61820
Decatur, 125 North Franklin St., 62523
East St. Louis, 210 N. Tenth St., 62201
Joliet, 58 North Chicago St., 60431
Marion, 2209 West Main Street, 62959
Moline, 2810 41st Street, 61265
Ottawa, 424 West Madison Street, 61350
Peoria, 5415 North University Avenue, 61614
Quincy, 410 North Ninth Street, 62301
Rockford, 4302 North Main Street, 61103
Salem, 205 East Locust Street, 62881
Springfield, 4500 South Sixth Street Road, 62706
Waukegan, 215 West Water Street, 60085

Illinois Department of Public Aid
203 New State Office Building
Springfield, Illinois 62706

Among the State of Illinois services to the aged visually impaired are aid in learning to manage the home, maintain social contacts, develop new hobbies, use library services, and secure financial assistance.

Special information and counseling for the blind and visually impaired are available through Community Services for the Visually Handicapped. This agency disseminates information concerning sheltered care homes specially designed for the blind or visually handicapped and institutions offering living quarters or nursing care.

Medical assistance is available through the Department of Public Aid, Though assistance must be requested prior to treatment. Additional advice and information concerning eligibility for financial aid, including medical assistance, is available through the local County Department of Public Aid or the State Department Offices at Springfield.

THE PUBLIC SCHOOL AND THE VISUALLY IMPAIRED CHILD

Illinois Office of Education
Department for Exceptional Children
100 North First Street
Springfield, Illinois 62777

Illinois law requires that each school district provide educational services for physically handicapped children – including the blind and visually impaired – from the time they are three years of age.

State funds are available to school districts for employment of readers for visually impaired students, for braillist and typists to prepare materials. and for covering the cost of additional aids. These funds are distributed to local districts whose programs have been approved by the Illinois Office of Education. Also, guidance and assistance in developing and improving local academic programs for the visually handicapped are available.

In adidtion, braille and large type books, tape recordings, tangible aids, and specially adapted materials used in the education of the visually handicapped child are available to local schools through the director of special education or the designated vision coordinator, provided by the Services for the Visually Impaired, Illinois Office of Education, 100 North First Street, Springfield, Illinois 62777.

The visually impaired child, like other special education children, is eligible to participate in local school district special education programs for children, ages 3-21. Parents should enroll the visually impaired child in their school district at age 3 or before in order to obtain maximum services. Some school districts provide an infant program; parents should inquire if this is available in their local district.

A variety of programs are offered for visually impaired students in grades 1-12. Many students attend regular classes, but are given extra, individualized instruction by specially trained teachers in resource rooms. Others receive periodic counseling and instruction from a itinerant special teacher.

Often, entire classes are made up of visually impaired students and are conducted in specially designed classrooms. In general, however, the visually impaired student will use large type textbooks and other special equipment to enable him to remain exclusively in the regular classroom.

SCHOOLS FOR THE VISUALLY IMPAIRED

The Chicago Lighthouse for the Blind
1850 West Roosevelt Road
Chicago, Illinois 60608
312/666-1331

The Lighthouse is a full-service rehabilitation agency for visually impaired persons of all ages.

Lighthouse programs include: evaluation, counseling, mobility instruction, low-vision services, recreational activities, GED, telephone information and referral counseling, and industrial and secretarial training and placement. A special Youth Counseling Program supports Chicago-metro school services to visually handicapped students.

The Lighthouse Workshop provides training and employment for as many as 200 blind workers who assemble and package competitive sub-contract work.

In addition, the Lighthouse provides: year-round day programs for blind and multiply-handicapped children, blind-retarded adolescents, and deaf-blind persons, and a summer program for blind high school students.

For further information, contact the Executive Director of the Lighthouse.

Hadley School for the Blind
700 Elm Street
Winnetka, Illinois 60093

Hadley School provides a comprehensive educational program by correspondence for blind students: elementary school courses as needed, complete secondary school curriculum, braille, rehabilitation, vocational, and college courses in cooperation with extension departments of several universities. Study materials are provided in braille and/or recordings. Sight conservation program is offered to the public through a course YOUR EYES. All courses and services are offered without charge. Accredited by the National Home Study Council. For further information write to: Coordinator of Student Services.

The Illinois Braille and Sight Saving School
658 East State Street
Jacksonville, Illinois 62650

The Illinois Braille and Sight Saving School is a residential facility of the Department of Children and Family Services. It is responsible for the education of blind and partially seeing children whose needs can best be met in a residential program.

The purpose of the school is to provide comprehensive learning experiences for the visually handicapped child. In addition to offering an academic program, the school stresses development of self-help, mobility and prevocational skills.

The course of study provides for children enrolled in kindergarten through the senior year of high school and includes academic subjects, music, prevocational arts and physical education.

There is no charge to parents for tuition, room, board, and ordinary medical attention. Parents must pay all traveling expenses and furnish clothing.

Illinois Visually Handicapped Institute (IVHI)
1151 South Wood Street
Chicago, Illinois 60612

IVHI provides intensive training in a group residential setting to aid visually impaired adults learn to cope with their handicap and prepare themselves for employment through vocational training.

Emphasis is placed on development of such skills as mobility, typewriting, braille reading and writing, and daily living activities. The summer session is primarily for junior and senior high school age students and is devoted to instruction in independent travel and everyday living activities.

The Institute works closely with other agencies to improve job training programs and placement opportunities. Additional information is available through the superintendent of the Institute.

COLLEGE-VOCATIONAL COUNSELING AND ASSISTANCE

Division of Vocational Rehabilitation (DVR)
623 East Adams Street
Springfield, Illinois 62706

Counseling services and some financial assistance is available through DVR for visually handicapped persons interested in vocational training, including college level education.

DVR also provides trained counselors to assist the blind and partially sighted in selecting, preparing for and finding suitable employment and furnishes specialized occupational tools and equipment.

Area vocational rehabilitation counselors are located throughout the State. Specific information concerning these programs and the addresses of counseling offices nearest you may be obtained by writing the Resource Specialist for the Blind and Visually Handicapped.

Illinois Office of Education
Department for Exceptional Children
Services for the Post-High School Visually Impaired Students

The Illinois Office of Education offers services to visually impaired persons attending post-high school programs. These services include:

1. Providing educationally adapted materials, i.e., braille and large type books, recordings and other specialized materials on a long term loan basis.

2. Working with colleges and universities so that the total range of rehabilitation and counseling services which are available to the handicapped can be coordinated.

3. Assisting in the establishment of library facilities on each campus which will provide ready access to adapted materials.

Requests for materials can either be initiated directly by the student, by a Division of Vocational Rehabilitation counselor, or by a designated representative. A student information form and ocular report must be filed with the Department for each student requesting services (copies of each form are available from the department and regional DVR office).

Orders should be written on the proper forms provided by the department and submitted to:

Illinois Office of Education
Educational Services and Visually Impaired Materials
100 North First Street
Springfield, Illinois 62777

COLLEGE-VOCATIONAL COUNSELING AND ASSISTANCE FOR VETERANS

Central Rehabilitation Center for Visually Impaired and Blinded Veterans 117A
Veterans Administration Hospital
Hines, Illinois 60141

The Veterans Administration offers counseling services and some financial assistance for visually handicapped veterans interested in continuing their education.

Specialized pre-vocational rehabilitation program is available to all visually impaired or blinded veterans, regardless of whether their disability is service or non-service connected.

The program includes instructions in orientation and mobility, oral and written communications, braille, manual skills, personal management, home mechanics, physical conditioning, social and recreational activities, and fitting and training in the use of low vision aids.

Personal and vocational counseling and when necessary, medical or surgical treatment is provided to support or promote the specialized rehabilitation process.

Instructions are also provided in the use of electronic mobility devices and print reading machines.

Modified programs are available for veterans whose visual impairement or blindness is compounded by other disabilities, chronic illness or old age.

REHABILITATION TEACHING AND COUSELING

Community Services for the Visually Handicapped
Room 1700, 160 N. LaSalle Street
Chicago, Illinois 60601

Community Services for the Visually Handicapped is a statewide rehabilitation program of the Department of Children and Family Services. Rehabilitation teachers working out of the Department's area offices, provide free instruction and counseling to visually handicapped persons, either on an individual basis in the person's own home or in small group "classes" in the community.

ELIGIBILITY

Any person, regardless of age or financial condition, living in Illinois whose visual loss is so severe that he can not carry on the ordinary activities of employment or daily living without special aids or assistance may be eligible for service. Inability to read ordinary print for any length of time and at a reasonable distance indicates a severe visual impairment.

PROGRAM OBJECTIVES

The major goal of the Community Services for the Visually Handicapped program is to assist the blind person in adjusting to his handicap.

A visually handicapped person can be taught to cope with his handicap and to overcome its limitations by training his other senses to substitute for vision. Within the security of his own home, he is helped to set practical goals, the attainment of which will restore as nearly as possible the same skills which he enjoyed as a seeing person. By an extended period of education, the rehabilitation teacher provides the visually handicapped student with skills, information and techniques which will enable him to resume most of his activities without the use of sight.

The teacher impresses upon family, friends, and organizations that the rehabilitation proces can be retarded by misguided outpourings of pity and attempts to do things for the person which he can learn to do for himself. It can be accelerated when family and friends acknowledge that blindness is a serious and frustrating disability, not a crippling handicap.

SERVICES

The program may include re-education in basic reading and writing skills, such as care and maintenance of the home, cooking and simple household repairs. Special techniques and devices are introduced where needed. Arts and crafts instruction encourages the visually handicapped person to develop a hobby and to use his leisure time productively, an important step in building self-confidence in the student who may believe himself to be helpless. As the training progresses, the student acquires manual dexterity and an "educated" sense of touch so necessary to him now that he must "see with his fingers." "Do it yourself" has real meaning and significance for the visually handicapped person.

Another meaningful service is a course in orientation and mobility in which the visually handicapped person is taught to travel safely and independently from place to place using a long cane. For those who qualify, the Department offers intensive training which enables the blind person to travel the city streets and use public transportation without fear and most important, with minimum assistance.

Counseling in all areas related to blindness is available to the student and his family or associates.

CONSULTATIVE SERVICES

Consultative services dealing with all aspects of blindness are available without cost through the staff of Community Services for the Visually Handicapped to agencies, schools and individuals.

APPLICATION FOR SERVICE

Applications for service may be made at any of these offices of the Department of Children and Family Services:

Chicago, 160 North LaSalle St., Room 1700, 60601
Aurora, 48 West Galena Blvd., Room 209, 60504
Champaign, 2125 South First Street, 61820
Decatur, 125 North Franklin Street, 62523
East St. Louis, 210 N. Tenth St., 62201
Joliet, 58 North Chicago St., 60431
Marion, 2209 West Main Street, 62959
Moline, 2810 41st Street, 61265
Ottawa, 424 West Madison Street, 61350
Peoria, 5415 North University Ave., 61614
Quincy, 410 North Ninth Street, 62301
Rockford, 4302 N. Main Street, 61103
Salem, 205 East Locust Street, 62881
Waukegan, 215 West Water Street, 60085

LIBRARY SERVICES

Chicago Public Library
Department for the Blind and Physically Handicapped
4544 North Lincoln Avenue
Chicago, Illinois 60625
Phone 312/561-3971

Any Illinois resident who is unable to read because of a physical disability is eligible for library services provided by the Department for the Blind and Physically Handicapped of the Chicago Public Library. Certification is not required to establish eligibility for use of braille materials, but verification of visual impairments is required for borrowers of talking books and cassette books.

The library loans braille books, talking books, and cassette books as well as the equipment to play them on and makes available catalogs and listings of materials available to blind and visually impaired persons throughout the state.

The library's collection includes classics, current bestsellers, popular westerns, mysteries, and nonfiction. A variety of magazines are also available in braille and on talking books and cassette books.

All library materials are sent in special postage-free cartons to borrowers. Materials and equipment must be returend in the same cartons to insure postage-free return. The reverse side of mailing labels is pre-addressed for easy return. Additional information is available through the Department for the Blind and Physically Handicapped or any of the following library systems which provide library service to residents of their service area:

Bur Oak Library System
c/o Joliet Public Library
150 North Ottawa
Joliet, Illinois 60431
815/726-5394

Corn Belt Library System and Lincoln Trail library System
c/o Domiry Memorial Library
3rd and Walnut
Fairbury, Illinois 61739
815/692-2985

Cumberland Trail Library System
12 and McCawley Streets
Flora, Illinois 62839
618/662-2741

DuPage Library System
127 South First Street
P.O. Box 268
Geneva, Illinois 60134
312/232-8457

Great River Library System
515 York Street
Quincy, Illinois 62301
217/223-2560

Illinois Valley Library System
107 Northeast Monroe Street
Peoria, Illinois 61602
309/672-8887

Kaskaskia Library System
306 North Main Street
Smithton, Illinois 62285
618/235-4220

Lewis and Clark Library System
P.O. Box 368
Edwardsville, Illinois
618/656-3216

Northern Illinois Library System
c/o Rockford Public Library
215 North Wyman Street
Rockford, Illinois 61101
815/965-6731

River Bend Library System
P.O. 125
Coal Valley, Illinois 61240
309/799-3131

Rolling Prairie Library System
345 West Eldorado Street
Decatur, Illinois 62522
217/429-2586

Shawnee Library System
R.R. 2
Box 136A
Carterville, Illinois 62918
618/985-3711

Starved Rock Library System
c/o Matson Public Library
15 Park Avenue West
Princeton, Illinois 61356
815/879-8551

Western Illinois Library System
58 Public Square
Monmouth, Illinois 61462
309/734-7141

VOLUNTEER AGENCIES IN ILLINOIS

Blind Service Association, Inc.
127 N. Dearborn Street
Room 1628
Chicago, Illinois 60602
DE 2-6767

The Blind Services Association provides blind college and university students with recordings on tapes and cassettes.

Other services provided by Blind Service Association, Inc. are: Daily reading of school studies to blind college students. Guide dogs to serve as their blind masters' "eyes." University scholarship awards to blind students. Medical care, eye treatment at hospital clinic. Text books recorded for blind students, on tapes or discs. Glasses and artificial eyes. Emergency relief and other services free to the blind.

The Braille Transcribers Club of Illinois
President – Mrs. H. C. Peterson
7240 N. Overhill Avenue
Chicago, Illinois 60648
Phone: 312/774-6638

The Braille Transcribers Club of Illinois transcribes braille books for anyone in need. They will transcribe anything in English except music and math. They can also transcribe Spanish, French, German, and Latin. The cost of transcription varies according to the text.

Johanna Bureau for the Blind and Visually Handicapped
22 West Madison Street, Suite 540
Chicago, Illinois 60602
Phone: 312/332-6076

The Johanna Bureau produces materials in braille, large type, tape and cassettes for students at all grade levels. They also provide professional persons with occupational materials.

Johanna Bureau transcribes braille and large print text books in the area of history, English, social sciences, psychology, chemistry, biology, physics, mathematics, computer programming, foreign language and music.

Other services provided by the Johanna Bureau are the transcription of manuals for various types of appliances, cookbooks, medical diets and instructions and street guides.

Recording for the Blind, Inc.
Chicago Unit
600 South Michigan Avenue
Chicago, Illinois 60605
312/939-4162

Recordings for the Blind records text books on tape primarily for blind or handicapped (dyslexia, etc.) college students at their request. They also record for professional and business people and for high school students. They read for almost all the estimated 3,000 blind college students and for half of the estimated 10,000 blind high school students. They have volunteer readers available both in general and specialized fields.

There is no charge to the student for their service. While their main purpose is to read for students and professional people only, the easily copied master tapes are available at no cost to other blind or handicapped people.

They are a volunteer organization, and receive no government funds. Funds are raised locally by the Board of Directors, Chairman, Mrs. Paul Ware.

Catalogs are not currently available but information about the 20,000 titles can be obtained by calling or writing their office.

The Catholic Guild
67 West Division Street
Chicago, Illinois 60610

The Catholic Guild serves students of elementary, high school and college, as well as non-students and professional persons with recreational and occupational materials.

The Guild transcribes braille textbooks in math, science, foreign language, and general studies. The cost for transcription varies according to the size of the text and the amount of proofreading and paper required.

Other services provided by the Catholic Guild are:

An extensive library of braille, tape, and cassettes on subjects of philosophy, theology, sociology, and religion. A catalog of their library holdings is available in braille and large print.

A monthly magazine containing articles chosen from leading Catholic magazines reflecting current thinking. (This magazine is available in braille, large print, on cassettes or open-reel tape).

Individual requests in braille or large print filled for manuals, small pamphlets, etc., that would aid in operation of appliances, provide information necessary on a job situation, etc.

Educational Tape Recordings for the Blind
10234 S. Kedzie Avenue
Evergreen Park, Illinois 60642
Phone: 312/499-3666
Attn.: Vivette Rifkin, President

Educational Tape Recording transcribes on tape all subject materials for students of all ages. The cost for their service is a $10.00 annual registration fee.

A copy of their catalog is available upon request.

CONSUMER GROUPS OF THE BLIND

National Federation of the Blind

ORGANIZATION AND PURPOSE

The purpose of the National Federation of the Blind (NFB) and its Illinois affiliate, the National Federation of the Blind of Illinois (NFBI), is the complete integration of blind people into society as equal members. This objective involves the removal of legal, economic and social discriminations and the education of the public to new concepts concerning blindness.

PRINCIPAL PROGRAMS

The National Federation of the Blind and The National Federation of the Blind of Illinois conduct a variety of programs and activities including:

Education of the general public regarding blindness by means of speeches, pamphlets, radio, and TV appearances by members of the NFB.

Assistance to blind persons who are victims of discrimination or whose rights have been denied. Such assistance takes the form of initiating court action, negotiating with public officials, conferring with private groups or individuals, and seeking publicity in the press and otherwise.

Reasearch of new state and federal laws and regulations concerning the blind.

Consultation to congressional committees and state legislatures.

Scholarships to blind students.

PUBLICATIONS

Braille Monitor—a monthly publication of the NFB. It is published in Braille, in print and on record and is provided without cost to the blind and sighted alike upon request.

The Month's News—a monthly newsletter of the National Federation of the Blind of Illinois. It is published in Braille and large print and is provided without cost to the blind and sighted alike upon request.

Address of National offices:
Kenneth Jernigan, President
National Federation of the Blind
218 Randolph Hotel Building
Des Moines, Iowa 50309
Telephone (515) 243-3169

Address of National Federation of the Blind of Illinois:
Allen Schaefer, President
P.O. Box 141
Mazon, Illinois 60444
Telephone (815) 448-5520

Illinois Federation of the Blind, Inc.

The Illinois Federation of the Blind is the oldest and largest organized group of blind in the state, with 22 affiliates, active membership of approximately 800, and total affiliated membership of approximately 3000. Organized as a state organization in 1932 their roots go back to Illinois School for the Blind Alumni, 1887. Purpose: To promote the welfare of blind people in Illinois through work on state and local legislation, working with agencies to improve opportunities, and function as an advocate for the blind in any situation where this is needed.

As an affiliate of the American Council of the Blind, The Illinois Federation of the Blind is actively involved in legislation at the Federal level. Four times a year the Illinois Federation of the Blind publishes a magazine, the ILLINOIS BRAILLE MESSENGER, in large print and Braille, which may be obtained without charge upon request.

Membership is open, and the Illinois Federation of the Blind welcomes you to join them. For further information contact:

Illinois Federation of the Blind, Inc.
P.O. Box 1336
Springfield, Illinois 62705

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